

Lesson Content Page

INTASC Principle #1: The professional educator understands content.

Name: Elizabeth Wood

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EDEL 200 Section: 3

EDEL 200 Group: A-1

Subject/Discipline: Language Arts

Lesson Topic: Writing

Grade Level: Fifth

Classroom Teacher: Mrs. Fauquher

Indiana State Standard: Standard 5 – Writing: Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Processes and Features to:

Standard Indicator 5.5.4

Write persuasive letters or compositions that:

- State a clear position in support of a proposal.,
 - Support a position with relevant evidence and effective emotional appeals.
 - Follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
 - Address reader concerns.
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Informational Resources:

1. Crawford, L. W., & Bowers, R. (2004). *Strategies for Writers: Teacher Edition*. Columbus, Ohio: Zaner-Bloser.
This book can be found in Bracken Library in Educational Resources.
2. *Language network: grammar, writing, communication*. (Vol. 6). (2001). [Student ed.] Evanston, IL: McDougal Littell.
This book can be found in Bracken Library in Educational Resources.
3. Travis. (2014). *Writing to Persuade*. Retrieved February 2, 2014, from Mrs. Travis' Classroom:
http://www.myteacherpages.com/webpages/ttravis/writing_class.cfm?subpage=646375
I found this website by doing a Google search for "persuasive letters."
4. *Writing a Persuasive Letter*. (2011). (S. Zone, Producer) Retrieved Feb. 5, 2014, from Study Zone:
<http://www.studyzone.org/testprep/ela4/h/persuasivel2.cfm>
I found this website by doing a Google search for "parts of persuasive letters."
5. Weida, S., & Karl, S. (2014). *Using Rhetorical Strategies for Persuasion*. (P. University, Producer) Retrieved Feb. 6, 2014, from Online Writing Lab:
<https://owl.english.purdue.edu/owl/resource/588/04/>
I found this website by doing a Google search for "Purdue OWL."

New information for students:

- A persuasive letter's purposes are to write to make a person agree with a specific opinion and to act or complain about a problem and offer a possible solution.
- A persuasive letter needs to include: heading, inside address, salutation, body, closing, and a signature.
- The heading includes the date and the writer's address.
- The inside address includes the name and address of the person being persuaded.
- The salutation is "Dear..." or saying hello.
- The body consists of a thesis, supporting details for the argument, considering viewpoints that are against it, and a conclusion.

- The closing is “Sincerely,” or saying goodbye.
- The signature is where the writer signs his or her name.
- It is important to clearly state the issue and the writer’s position on it in the introduction or thesis.
- The letter is focused on one problem and the call to action.
- Call of action is the purpose of the letter.
- Usually three to four reasons are appropriate.
- Each reason should cover a main point to back up the argument.
- Each reason should have subpoints to support it.
- The most powerful argument should be stated first and the least powerful argument should be stated last.
- Emotional appeals are important ways to persuade the audience.
- There are three ways to persuade: logos, ethos, and pathos.
- Logos is evidence.
- Statistics, facts, quotes from experts, and examples are supportive evidence.
- Ethos is based on character, credibility, or reliability of the writer.
- Pathos is the emotional appeal. It appeals to the audience’s needs, values, and sensibilities.
- Understanding the readers concerns and responding why the writer’s viewpoint is the best, will help strengthen the argument.
- Understanding the audience will help determine word choice.
- The conclusion needs to summarize the points and state the call of action.
- It is important to remember basic grammar rules.
- Always proofread and edit anything necessary.

Extra Head knowledge:

- Persuasion is used everyday.
- There are two types of arguments in persuasive writing: logical and emotional. It is important to use both.
- Logical reasoning is facts and evidence.
- Emotional reasoning is appealing to the reader’s emotions.
- It is important for a student to pick a topic he or she cares about.

Instructional (Pedagogy) Resources:

1. Crawford, L. W., & Bowers, R. (2004). *Strategies for Writers: Teacher Edition*. Columbus, Ohio: Zaner-Bloser.
This book can be found in Bracken Library in Educational Resources.
2. Smart, K. L., Hicks, N., & Melto, J. (Mar. 2013). Using Problem-Based Scenarios to Teach Writing. *Business Communication Quarterly*, 76, 72-81. Retrieved Feb. 2, 2014, from:
<http://web.b.ebscohost.com/ehost/detail?vid=6&sid=169c50b3-13ba-4d6e-b040-6d8522023c16%40sessionmgr111&hid=123&bdata=JnNpdGU9ZWhtvc3QtbGl2ZSZzY29wZT1zaXRl#db=trh&AN=85633934>
This academic journal can be found in Ball State's Teaching Reference Center database.
3. Creelman, V. (Mar. 2008). Teaching Students The Persuasive Message Through Small Group Activity. *Business Communication Quarterly*, 71(1), 80-85. Retrieved Feb. 2, 2013, from:
<http://web.b.ebscohost.com/ehost/detail?vid=6&sid=169c50b3-13ba-4d6e-b040-6d8522023c16%40sessionmgr111&hid=123&bdata=JnNpdGU9ZWhtvc3QtbGl2ZSZzY29wZT1zaXRl#db=trh&AN=32097436>
This academic journal can be found in Ball State's Teaching Reference Center database.
4. Mr. Matt Balash is a fourth grade teacher at Washington Township Elementary School in Valparaiso, Indiana.
5. *Detailed Writing Lessons for Persuasive Writing*. (n.d.). Retrieved Feb. 5, 2014, from:
http://curriculum.austinisd.org/la/elem/5th/documents/LA_WTG_DetailedLesson_Persuasive_5thGr.pdf
I found this source by doing a Google search for "teaching persuasive writing."
6. G, M. (2013). *Persuasive Writing*. (ProTeacher, Producer) Retrieved Feb. 5, 2014, from ProTeacher Collection :
http://www.proteacher.org/c/650_persuasive_writing.html

I found this source by doing a Google search for “teaching persuasive writing.”

7. Jill, & Cathy. (2012, October 31). *Persuasive Writing*. Retrieved Feb. 5, 2014, from Curriculum Corner:
<http://www.thecurriculumcorner.com/thecurriculumcorner123/2012/10/31/persuasive-writing/>

I found this source by doing a Google search for “ideas for teaching persuasive writing.”

Through these resources, it is recommended to teach persuasive writing by starting with something fun, such as reading a story or watching multiple commercials on YouTube. Something has to be there to catch the students' attention because the topic can be rather lengthy. Also, since the content is so lengthy, it is advised not to teach everything at once, but rather break it down into sections. Teachers should teach one section then elaborate on what they just taught. By doing so, it ensures students will remember the content better. However, it is highly advised to have the students write down notes so they will have them later on in case they need something to look back at. After teaching the lesson, it is recommended to engage in an activity. A teacher can reread the story and have a group of students work together to analyze the story. The students would have to find how the character persuades someone and how the character supports his or her opinion. Another recommendation is a teacher could give the students a problem-based scenario; have a group of students come up with a solution, and write why this solution will be the best. I learned by allowing students to interact and learn from each other helps them better understand the material. However, at the end of the day, I learned that it is essential that each student write his or her own persuasive letter because it is a vital skill to learn. When deciding on a topic, the students need to be write about something that they find interesting. Once the topics are decided, it is good for students to make some type of organizer to write down their thoughts. It is recommended to use a “T” chart, persuasive writing planner, or an organizational web. I came to understand that even though I hated organizing my writing, I learned it is essential to do when teaching children. Furthermore, I learned that even as simple as a persuasive letter sounds, there is a lot of information and preparation that a teacher needs to put into a lesson in order for a student to learn it successfully.